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ABSTRACT

An annotated bibliography of over 100 books, articles, and studies on bilingual education includes a summary and a review of each work. The bibliography has three focal areas: (1) bilingual education in general, including the rationale for it, attitudes toward it, historical and/or sociological perspectives, legal aspects, and evaluation of programs; (2) psychological/cognitive aspects, including the areas of cognitive development, psycholinguistics, sociolinguistics, transfer of learning, and language and culture; and (3) teaching strategies, including instructional models, testing, early childhood eduation and language, first and/or second language learning, and reading and language arts. Entries are also indexed by author. (MSE)

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LANGUAGE ACQUISITION

An Annotated Bibliography on Bilingual Education: foundations, psychological and cognitive aspects, and instructional strategies

Juan Juarez, Ph.D.

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LANGUAGE ACQUISITION
AN ANNOTATED BIBLIOGRAPHY ON BILINGUAL EDUCATION:
FOUNDATIONS, PSYCHOLOGICAL AND COGNITIVE ASPECTS,
AND INSTRUCTIONAL STRATEGIES

Developed by

JUAN JUAREZ, Ph.D.

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INTRODUCTION

Language acquisition, especially the development of a second language for educational purposes, has been of intense interest both to educators and to state and federal governments.

A substantial amount of research has been conducted, and numerous articles and materials have been written by scholars in various fields. All of this work has expanded our information about the schooling of children whose first language is not the medium of instruction in their schools. These children are expected to learn a second language for their academic growth and development. Bilingual education has been a broad, all-encompassing term for a diversity of educational treatments for these children.

The information that has been developed in this field indicates that there are many variables that influence the development of bilingualism in children and also affect their performance in regard to attaining proficiency in English. Some of the variables that have been investigated are: cognitive style, aptitude, intelligence, motivation, speech, age, differences in learning between oral and written language skills, socioeconomic status, various cognitive abilities, place of birth — immigrant or native born, the degree of home language dominance, ethnicity, parental support for the educational program, and socioeconomic characteristics of the community. In addition to these variables, factors associated with the school and the educational program can affect the outcome of bilingual instruction. Further, events which are only tangentially related to the education of these children can nonetheless have an impact upon or implications for bilingual education.

The manner in which data have been gathered on the subject of bilingual education, the design of the research, who did the research, and how the results are interpreted are all factors that must be considered by students interested in the field of bilingual education.

This bibliography is a review of books, articles, and studies. It is organized into three key or focal areas: bilingual education in general, psychological/cognitive aspects of bilingual education, and teaching strategies. None of the focal areas has been emphasized more than another; the number of annotations in each area was coincidental and not planned. The annotated bibliography was developed for quick reference to information related to bilingual education. Not all of the annotations specifically address bilingual education but all are included because of their relevance to the topic.

The primary audience for the bibliography is preservice and in-service teacher training programs. It is also designed to be used in graduate and post certification education. Additionally, the materials are useful for persons outside of bilingual education who would like to know more about the field and about significant work that has been accomplished.

I. BILINGUAL EDUCATION - GENERAL

A. RATIONALE FOR BILINGUAL EDUCATION

Bernbaum, G. Bilingualism in society. National Dissemination and Assessment Center Bilingual Education Monograph, 1979, 2, 1-27.

SUMMARY: Deals with studies on bilingualism considering: (1) sociopsychological theories of learning and different theories of languages, (2) pedagogical implications of these studies, and (3) experimental programs. The author concludes that bilingualism has become a major political issue; that effectiveness of the program must be gauged in political terms as well as educational terms; and that it should include an awareness of the assumptions, values, customs, and patterns of everyday life.

REVIEW: A good source for further study of research on bilingualism and bilingual education. Contains a large list of references, and is recommended for educators, linguists, as well as the general public.

Bethel, T. Against bilingual education. Harper's, 1979, 258(1545), 30-33.

SUMMARY: Reviews some recent history of bilingual education, including the 1968 amendment to ESEA, the HEW memorandum, the Lau case, the AIR report, and the Epstein report, upon which Bethel bases much of his argument against bilingual education. Several individuals are quoted, particularly regarding the role of schools in the Americanization process. Some mention is made of certain problems endemic to bilingual education, e.g., exit criteria and de facto segregation. Most of the articles deal with bilingual education as an expression of ethnicity, which Bethel takes as being pointedly anti-Anglo.

REVIEW: Based on ethnic antagonism. In the reviewer's opinion the arguments against bilingual education appear to be based on racism, nationalism, and fear.

Gaarder, A. B. Bilingualism and education. In B. Spolsky (Ed.), The language education of minority children. Rowley, Mass.: Newbury House Publishers, Inc., 1972, pp. 51-61.

SUMMARY: The author gives a rationale for bilingual education and mentions five main reasons for its support. In addition, citations are given of research conducted by Lambert and Peale in Canada, Nancy Modiano in Mexico, and the International Institute of Teachers College in Puerto Rico, all of which support the effectiveness of bilingual education.

REVIEW: Presents a strong rationale for the establishment of bilingual education programs.

Hale, T. M., & Budar, E. C. Are TESOL classes the only answer? Modern Language Journal, 1970, 54, 487-492.

SUMMARY: In response to a mandate by the Hawaii State Department of Education, the authors set out to evaluate the efficacy of ESL classes for immigrant children. The two general questions to be answered were: (1) which students were succeeding in learning English, and which ones were not, and (2) under what circumstances? Acknowledging the lack of a sophisticated testing program, the evaluators made their measurement with: (1) an oral interview, with responses rated by a single interviewer; (2) a written, grammar-based multiple choice test; and (3) students' scholastic averages. Home and student surveys were also conducted for information on such factors as home language use. Results showed that the highest achievers were more immersed in English and had little contact with persons who shared their native language. There was no evidence that special ESL classes had any positive effect on English acquisition or scholastic performance. Several recommendations for educational practice were made.

REVIEW: Evaluation design is poor. There is no mention of control or extraneous variables, which might have biased the stated outcomes. Results are not reported according to statistical conventions. The article challenges the assumption that immigrant students should be explicitly taught English in ESL classes.

Kwok, M. On bilingual education. NABE Journal, May 1976, 1(1), 29.

SUMMARY: An article first published in Chinese Times, informing the community about bilingual education: the concept, rationale, and legal basis. This article is written in Chinese.

REVIEW: Succinct analysis of some of the basic issues that are of concern to bilingual education. Informative.

Molina, J. C. Bilingual education in the U.S.A. Proceedings of the First Inter-American Conference of Bilingual Education, 1975, pp. 25-31.

SUMMARY: Following the legislation of 1965, which provided federal funds to disadvantaged school children, the U.S. government was also finally persuaded to allocate funds to states so they could begin instructional programs for students of limited English-speaking proficiency. Although the initial bilingual education programs were designed to be compensatory only, the legislation of these programs into existence opened the way for further national research which would demonstrate the need for bilingual-bicultural education programs. Attention is paid to the following issues for the future of bilingual education in the U.S.A.: (1) the need to eradicate the concept that non-English-speaking children are disadvantaged, (2) the need to promote the philosophy that children can and should be given the opportunity to learn and perform academically in two languages, (3) the further encouragement of the printing and dissemination of teaching materials and curricular programs for each language represented in bilingual education programs, and (4) the forging ahead of teacher training in the skills and knowledge of academic subjects in two languages.

REVIEW: Brief overview of basic points in the development of bilingual education programs in the U.S.A.

Stent, M. D., Hazard, W. R., & Rivlin, H. N. Cultural pluralism: A mandate for change. New York: Appleton-Century-Crofts, 1971.

SUMMARY: A collection of essays addressing the problem of cultural pluralism. Topics include observations of school practices and the failure of the melting pot ideology; teacher education programs, trainer of teacher trainers projects, and problems of culturally deficient educators teaching culturally different students; bilingual and bicultural education and their contributions to the total curriculum; community and university relations and the importance of community control; the development of a model describing cultural awareness and its application to the curriculum; and ethnic studies and the elimination of ethnocentrism.

REVIEW: The essays are easy to read and are well-referenced, although speculative.

Stewart, I. S. The larger question: Bilingual education, family, and society. Childhood Education, January/February 1981, 57(3), 138-143.

SUMMARY: Bilingual education is the result of the need to raise the achievement level of bilingual students. Channels of communication should be established between the schools and the family in order to foster parental participation. The main problems affecting schooling of the bilingual child are those associated with conflicts arising from contradictions between the value system of the school and that of the family. It is expected that bilingual education can help children and their parents to resolve these conflicts so that family and societal needs can be met. For a bilingual program to be effective and to continue, it is vital that bilingual educators, family, and society agree on the purpose of bilingual education.

REVIEW: In-depth consideration of the social issues that affect the success or failure of bilingual programs.

Troike, R. C. Research evidence for the effectiveness of bilingual education. Bilingual Education Paper Series, December 1978, 2(5).

SUMMARY: The paper decries lack of research; sets criteria for effective research utilizing standards set by Burt and Dulay; reports findings of twelve unpublished Title VII evaluations; contrasts Finnish submersion and Canadian immersion findings; and concludes that quality bilingual programs are effective. If a bilingual program is unsuccessful, the problem is with the particular program or due to factors in the social setting, not with bilingual education per se.

REVIEW: Introductory survey of research on bilingual education. Mild rebuttal to Epstein's claim of "no research."

Valverde, L. A., & Brown, F. Equal educational opportunity and bilingual-bicultural education: A socioeconomic perspective. Education and Urban Society, May 1978, 10(3), 277-292.

SUMMARY: The authors discuss education as an intervention strategy for the upward mobility of children from poor and minority families, and a sub-education intervention strategy — bilingual education. The hypothesis is that if the educational intervention strategy is not successful, the full potential of the sub-education strategy will not be realized; that if the schools, in reality, perpetuate and maintain the upper class, whose top 0.008% families own as much as the bottom half of all families, they cannot provide upward mobility for poor Caucasian students, and therefore will not provide it for minority students. Research studies, including that of the Carnegie Foundation, show that the schools have been systematically manipulated by the rich to miseducate the poor. The authors believe that education can help individuals cross class lines, and that bilingual education is a must in helping non-English-speaking children achieve their goals. However, socioeconomic status is a powerful influence and an important consideration.

REVIEW: Excellent article for tracing the effect that discrimination in the job market has on minorities, including those who have finished high school or have higher education. It discusses the inequities in the economic earning power of minorities and analyzes the relationship between the educational system and the labor market.

B. ATTITUDES TOWARD BILINGUAL EDUCATION

Greeley, A. M. Why can't they be like us? New York: E. P. Dutton & Co., 1975.

SUMMARY: Defines ethnicity in American society and its functions, relationships to religion, assimilation, tribalism, and territoriality. Discusses intellectuals as an ethnic group and factors contributing to the alienation of Caucasian ethnic groups in America.

REVIEW: Useful to any student unfamiliar with the idea of cultural pluralism or its terminology, and who wishes a better understanding of its relationship to bilingual education. Chapter 1 is of particular interest for the history of immigration in the U.S.

Hernández, L. The Chicano child: A case for bilingual education. The Bilingual Journal, Fall 1977, pp. 4-8.

SUMMARY: Discusses the need for teachers who have an understanding of the cultural and linguistic background of bilingual children. The author describes the first day of school in the life of a Spanish-speaking child. In order for the child to learn, it is necessary that the school curriculum reflect that child's history and language. The teacher must possess understanding about and sensitivity to the child's language and culture.

REVIEW: Short article containing the important message that, in a culturally diverse society, awareness, acceptance, and understanding of cultural backgrounds are necessary.

Johnson, L. S. Bilingual bicultural education: A two-way street. The Reading Teacher, December 1975, 29(3), 231-239.

SUMMARY: With the sudden influx of non-English-speaking people in the U.S.A., the monolingual teacher is faced with the problem of teaching new students in English or in their own language until the students gain a sufficiently good command of English to attend English-only classes. The use of the first language in learning to read facilitates ease of learning.

better attitudes toward reading in the second language, and a better rapport with the teacher. Teachers should try to learn the languages and cultures of their students, just as they expect their students to learn English and American customs. Teachers' attitudes toward their students are important and are keenly noted by their students.

REVIEW: Encourages reading teachers and English teachers to make use of all the resources available to them so that bilingual education can be a two-way street.

MacNamara, J. Attitudes and learning a second language. In R. W. Shuy and R. W. Fasold (Eds.), Language attitudes: Current trends and prospects. Washington, D.C.: Georgetown University Press, 1973, pp. 36-40.

SUMMARY: The author states that attitudes are of minor importance in second-language learning, in disagreement with Lambert (see page 30). He supports this view by looking at unfavorable attitudes of conquered peoples and language shifts, as well as the attitudes of refugees and immigrants. These emphasize a communicative need. He concludes that communication is the key ingredient in language learning. This ingredient must be applied to classroom situations.

REVIEW: Short and to the point. Inputs of differing viewpoints help teachers to develop and grow professionally.

McCauley, R. Attitudes toward language and their importance for children's language learning. Bilingual Education Paper Series, 1977, 1(5). Los Angeles. National Assessment and Dissemination Center.

SUMMARY: Discusses four types of attitudes toward language: (1) the learner's attitude toward the language being learned, (2) the views about language that prevail in the community, (3) the attitude of teachers toward the language of their pupils, and (4) the attitudes toward language in the classroom. Descriptions are brief but concise. The author relates how the four types of attitudes are related to the establishment of bilingual education programs. These attitude types should be kept in mind when a person is trying to establish a new program in a school district.

REVIEW: Useful to a person who wants to conduct further research in language attitudes. Descriptive only, but makes some theoretical implications important for bilingual education programs.

Ramírez, A. G. Attitudes toward speech variation among Spanish/English bilingual pupils: Some implications for the teacher and the learner. Bilingual Education Paper Series, February 1979, 2(7). Los Angeles: National Dissemination and Assessment Center.

SUMMARY: Language attitudes are "feelings toward a language... reactions toward the use of a specific variety of a language under certain circumstances... and attitudes toward a language as a specific group connotation" (p. 71). The article addresses the subject of both the teacher's and the pupil's perceptions of the child's performance as a function of each party's language attitude. Ramírez employs the CERAS Bilingual Attitude Measure, "a matched guise instrument consisting of 25 passages recorded on tape..." (p. 21), in testing the language attitudes of primary and secondary pupils and teachers. The author reports that there was generally a most positive attitude response to Guise I, Standard English, on the part of teachers and Anglo children. In addition, he records the apparent confusion in the minds of many teachers and pupils regarding the technical-morphological, phonological, and syntactical validity of codeswitching.

REVIEW: Logical presentation of data; thin transitions between major points, however. Alludes to conclusions but leaves room for broader interpretation. Suggests development of an attitude of understanding on the part of teachers. Documents research tools — CERAS Bilingual Attitude Measure in Appendix A.

Wong, P. C. Do not neglect the teaching of self-concept to children. NABE Journal, May 1977, 1(3), 77.

SUMMARY: Asian Americans, especially Chinese Americans, lack a sense of ethnic identity because of racist exclusion of Chinese American history and culture from public school curriculum. To counteract Chinese Americans' lack of motivation to study, the recommendation is to first

change the school environment. The article is written in Chinese.

REVIEW: Good analysis of the conflicts Chinese American students encounter.

Young, K. A. Counseling the Chinese bilingual student at the high school. NABE Journal, December 1976, 1(2), 51-53.

SUMMARY: An article written to the parents of Chinese bilingual students to help them work with their children to devise an educational strategy. Deals with current University of California entrance requirements and standard tests. The article is written in Chinese.

REVIEW: Helpful for use in counseling Chinese parents on strategies that could facilitate the entrance of their children into institutions of higher learning.

C. HISTORICAL AND/OR SOCIOLOGICAL PERSPECTIVES

Bernbaum, G. Comparative bilingualism. National Dissemination and Assessment Center Bilingual Education Monograph, Cambridge, 1979.

SUMMARY: Deals with (1) worldwide upsurge of interest and activity in bilingual education in the past 15 years; (2) distinction between macro and micro bilingualism; (3) attempts at national solutions of problems and national policies; (4) practicalities of bilingual education and difficulties in dealing with problems, including the difficulty of establishing clear-cut objectives, the shortage of bilingual education resources, staff, and faculties, and the association of bilingual education with poverty; and (5) specific attempts made in New York City, Salt Lake City, San Diego, and Toronto. The problems related to bilingualism are not merely language problems, but deep seated cultural problems. The language issue involves ethnicity, social class, and poverty.

REVIEW: This monograph is concerned with the dilemmas and problems of bilingualism. No solutions are offered.

Flores, S. H. The nature and effectiveness of bilingual programs for the Spanish-speaking children in the United States. New York: Arno Press, 1970.

SUMMARY: A 1969 study of five well-established bilingual education programs for Spanish-speaking children. Criteria for establishing optimal programs for Spanish-speaking children are enumerated. The author analyzes current (1969) programs to determine whether they measure up to the criteria. Specific components that need to be minimized, modified, or strengthened are discussed.

REVIEW: Useful to any student who is interested in historical data on bilingual education and who wishes to become familiar with some early research results on the success of first bilingual education programs.

Kloss, H. The American bilingual tradition. Rowley, MA: Newbury House Publishers, 1977.

SUMMARY: The socioeconomic, political, and historical bilingual tradition in the U.S., along with international bilingual developments, are addressed. The impact of bilingual schooling and legislation on the American bilingual tradition is illustrated. The author states that the non-English speaking ethnic groups in the U.S. were Anglicized, not because of national laws that were unfavorable to them, but because of the absorbing power of the highly industrialized and developed American society. The author concludes that the overall historical evidence concerning bilingualism is positive. The United States was founded on the concept of diversity and political pluralism.

REVIEW: The influences of socioeconomic and political philosophy during different historical periods on language policy and decision making were well portrayed. However, psychological and cultural impact on non-English-speaking ethnic groups was not stressed.

Pifer, A. Bilingual education and the Hispanic challenge. Reprinted from the 1979 Annual Report, Carnegie Corp. of New York, 1979.

SUMMARY: Consists of (1) historical background of bilingual education in this country; (2) the Hispanic involvement in bilingual education; (3) research — or lack of it — on bilingual education; (4) the history of the Hispanics in the U.S.; and (5) the prospects for bilingual education, or the effects of bilingual education on the Hispanic population. Although it contains no references, the author touches upon wide-ranging issues concerning Hispanics and bilingual education. He calls for solid evidence relating to the success of bilingual education in order for it to be accepted and supported by society. He also sees the necessity of improving bilingual education and of going beyond the current scope of bilingual programs.

REVIEW: Sensitively relates problems of bilingual education and its future direction.

Von Maltitz, W. F. Living and learning in two languages. McGraw-Hill Book Co., 1975.

SUMMARY: Overview of bilingual/bicultural education in the United States. The types of programs are outlined, historical and sociological perspectives are reviewed, arguments for and against are presented, and examples of what goes on in various bilingual classrooms are given. This book contains sections on bilingualism in Puerto Rico, on how other countries deal with language minorities, and bilingual/bicultural education for the American Indian. Included as well is a state-by-state account of the status of bilingual education in 1974 in each of the 50 states. The author explains that there is still widespread opposition, although there have been quite successful bilingual programs and clear evidence of the value and worth of these programs. What is needed is education of the public as to these positive aspects.

REVIEW: This book covers the subject of bilingual/bicultural education clearly and thoroughly, providing an understanding of the legal perspectives.

D. LEGAL ASPECTS

Avila, J. G., & Gadoy, R. Bilingual/bicultural education and the law. Language development in a bilingual setting. Los Angeles: National Dissemination and Assessment Center, 1971, pp. 15-33.

SUMMARY: Discusses the limitations and capabilities of the judicial process, the interpretations of the major court decisions and their implications for community members. The steps described were those taken to implement bilingual education programs in California.

REVIEW: Easy to read with a style of presentation that can be easily followed. The authors do a good job of stating the legal questions in an uncomplicated manner.

Leibowitz, A. H. The bilingual education act: A legislative analysis. Washington, D.C.: National Clearinghouse for Bilingual Education, 1980.

SUMMARY: Consists of three parts: (1) historical and political background that led to the enactment of the Bilingual Education Act of 1968; (2) examination of the current bilingual education legislation (1968-1978); and (3) questions raised by Congress and recent reports as to suggestions for future directions of bilingual education.

REVIEW: Gives a general overview of bilingual education and a history of related legislation. Key legislative documents and notes are listed. A concise, clear developmental picture of legislation related to bilingual education is presented.

E. EVALUATION OF PROGRAMS

Gaarder, A. B. Bilingual schooling and the survival of Spanish in the United States. Rowley, Mass.: Newbury House, 1977.

SUMMARY: Discusses organization of bilingual schools' methods of teaching bilingual children, including cultural and dialectal variations, bilingual teacher training, social justice vs language shift. The author concludes

that only by legal recognition and the protection of culture and language can assimilation and acculturation of Hispanic people be reversed.

REVIEW: Informative, interesting, easy reading.

Lambert, W. E., & Tucker, G. R. Bilingual education of children: The St. Lambert experiment. Rowley, Mass.: Newbury House Publishers, 1972.

SUMMARY: Reports and interprets complete evaluative data from a longitudinal study of French immersion program for English speakers. The author covers the pilot class through grade 4, offering the bilingual child's contrastive linguistic ability as a hypothetical explanation of language transfer. After grade 4, English skills were on a par with those of the control group, and French skills were near native in receptive areas and strong in expression. Math skills and intelligence scores were equal to the controls; attitudes were healthy and less ethnocentric. In the appendix a parent relates the history of the struggle to start the program.

REVIEW: This summary of additive immersion bilingual education should be studied in its longer form to contrast with submersion education of minorities in the U.S. This information is recommended for scholars, parents and teachers.

Legarreta, D. The effects of program models on language acquisition by Spanish-speaking children. TESOL QUARTERLY, 1979, 13, 521-534.

SUMMARY: The author studied children in five different bilingual program models in a single urban school district to compare the effects of the programs. The models were: (1) traditional or regular kindergarten taught in English, with no formal English-as-a-second-language (ESL) training; (2) traditional, with daily ESL; (3a) bilingual, using the concurrent translation approach, no ESL; (3b) bilingual, using the alternative immersion approach, no ESL; and (4) bilingual, using the concurrent translation approach, with daily ESL. Four criterion measures were used to assess language competence, with pretests and posttests six months apart. The alternative immersion model proved superior to the others. ESL was shown

not to be effective for imparting communication skills. Bilingual treatments were more effective than immersion in imparting communicative competence. Concurrent translation had the problem of students tuning out the unfamiliar language. The success of alternative immersion was credited to adequate exposure time to both languages and readiness for English instruction from the Spanish presentation.

REVIEW: The article presents excellent data on subjects, methods, instrumentation, and results. The methodological problems are addressed to allow for improved replication. The results provide valuable empirical evidence in favor of bilingual instruction programs.

Miller, I. A need for competency-based teacher education for Native Americans. In W. A. Hunter (Ed.), Multicultural education through competency-based teacher education. Washington, D.C.: American Association of Colleges for Teacher Education, 1974, pp. 227-237.

SUMMARY: Discusses (1) policy failure, (2) education failure, (3) causes of policy failure, and (4) national attitudes. The author presents a historical review of the failure of Indian education through lack of control by the Indian community. A strong appeal is made for the Indian parents' control of education in their local communities.

REVIEW: Could be used as material for a parent-education workshop.

Modiano, N. Indian education in the Chiapas Highlands. San Francisco: Holt, Rinehart and Winston, 1973.

SUMMARY: A comparative study of bilingual and second language instruction school systems. Twenty-six schools, 1600 students were surveyed; bilingual students performed better in L2 (Spanish) reading by two measures, $p < .001$ on both. Carefully matched control groups and a culturally appropriate test were used. There is extensive background on class structure, ethnicity, learning methods, economics, tribal definitions of success, parental expectations for children, and roles of languages in the setting.

REVIEW: Careful research methods make the study a classic. There are

controls for everything except ethnicity of teacher. Distinctive social context must be considered when applying to other settings. Appropriate for any scholar on bilingual education who values careful research. Only Chapter 5 is for the general public.

Simoes, A., Jr. The bilingual child: Research and analysis of existing educational theories. New York: Academic Press, 1976.

SUMMARY: The purpose of the book is to investigate research trends on bilingual children and their educational needs through a review of current research. The book is divided into four parts: part 1 consists of articles dealing with cognitive and affective studies in bilingual/bicultural education; part 2 consists of articles and research dealing with analysis of immersion and submersion programs in Canada and the U.S.; part 3 consists of the implications of general linguistic and bilingual theories; part 4 consists of a review of the literature in bilingual/bicultural literacy by O. C. Christian, Jr. Research articles about immersion programs (Swain & Barik; Macnamara, Svarc, & Horner) are very informative.

REVIEW: Adding more articles based on research rather than philosophical and sociolinguistic perspectives would be desirable for those who would like to conduct research in the area. Practical suggestions in part 3 are especially valuable for bilingual teachers.

Tucker, G. R., Otanes, F. T., & Sibayan, D. D. An alternate day approach to bilingual education. In J. Alatis (Ed.), Report of the Twenty-First Annual Round Table Meeting on Linguistics and Language Studies. Washington, D.C.: Georgetown University Press, 1970, pp. 281-299.

SUMMARY: A presentation and discussion among round table participants regarding the effectiveness and practicality of an alternate-days approach being evaluated in the Philippines. The local vernacular is generally used for instruction in grades 1 and 2 with a (difficult) switch to English in grade 3. The present project attempts to have the same teacher use a different language (vernacular English) on separate days in an effort to reduce transition difficulties. A comprehensive battery of tests was given, and students in the program were found to be doing as well as their

monolingual counterparts. A more critical test would be given as students reached the third grade in preparation for the transition to all-English teaching.

REVIEW: Of interest to those wanting to do more research regarding the psychological cost or difficulty of code-switching.

Vairh, L., & Rosier, P. Rock Point Community School: An example of a Navajo English bilingual elementary school program. TESOL Quarterly, 1978, 12, 263-264.

SUMMARY: Traces the development of a bilingual education project on the Navajo reservation in New Mexico, describing the prior educational conditions and the effects of a bilingual instructional program under Title I and then Title VII. The program introduced literacy and basic concepts in Navajo. Different teachers at different ends of the room taught different subjects in different languages. In first grade, most instruction was in Navajo. By third grade, 75% was in English. Comparisons of schools on the reservation with English-only or ESL showed that Rock Point students scored significantly higher on standardized achievement tests. Qualitative positive outcomes were seen in parent involvement and student behavior.

REVIEW: Given the limitations of the study design, this article provides empirical data to support the effectiveness of bilingual instruction. The method and measures are adequately described to allow replication for generalizability. Provision was made for follow-up studies. The program designers showed adequate attention to previous research, e.g., the desirability of the one person-one language principle.

II. PSYCHOLOGICAL/COGNITIVE ASPECTS

A. COGNITIVE DEVELOPMENT

Ben-Zeev, S. The influence of bilingualism on cognitive strategy and cognitive development. Child Development, 1977, 48, 1009-1019.

SUMMARY: Ben-Zeev, assuming that language interference in bilinguals would generate cognitive strategies to resolve the interference, tested three hypotheses: (1) bilingual children would show greater flexibiity in processing syntactic rules; (2) they would show precocious categorical associations; and (3) their awareness of language structures would transfer to an enhanced ability to analyze nonverbal structures. Bilingual Hebrew-English children were compared to monolingual speakers of Hebrew and matched on intelligence, age, and socioeconomic status. There were six criterion measures: a test of verbal transformations flexibility, a symbol substitution test, a paradigmatic association test, the Peabody Picture Vocabulary Test, a matrix transposition and naming of dimensions test, and the Ravens Progressive Matrices. The first hypothesis was supported, evidence was against the second, and results for the third were ambiguous.

REVIEW: Interesting research hypotheses. There is no clear relationship between hypotheses and criterion measures, moreover the interpretations were cautious and tentative. The study holds promise for interesting findings.

Bruner, J. S. The course of cognitive growth. American Psychologist, 1964, 19, 1-15.

SUMMARY: Advances three modes of representation: (1) enactive, (2) iconic, and (3) symbolic, along with a review of the literature. Discusses integration of these three modes. Presents a theoretical explanation of how children acquire language. The point of interest is how classical conditioning is replaced by a second signal system, which is how human children differ from animals in this hierarchical learning process.

REVIEW: Clear explanation of the author's theories on learning.

Carringer, D. C. Creative thinking abilities of Mexican youth: The relationship of bilingualism. Journal of Cross-Cultural Psychology, 1974, 5, 492-504.

SUMMARY: Reviews some of the literature disputing the old notion that bilingualism has a negative effect on intellectual ability, and points out the need for more research on the relationship of bilingualism to creativity. To investigate this, the author studied 350 students in a Mexican high school and identified 24 as balanced bilingual in Spanish and English. A monolingual group of Spanish speakers was selected for control, matched for age and socioeconomic status. The dependent measure for creative thinking ability was the Torrance Tests of Creative Thinking Ability. Significant differences were found in favor of the bilinguals on all subparts. Carringer attributed the results to the fact that bilinguals must cope with negative efforts of language interference and therefore must develop cognitive flexibility.

REVIEW: This study required that the subjects' bilingualism must have been acquired between the ages of five and ten, since the age of bilingual acquisition was considered an important variable in cognitive effects. The attribution of balanced bilingualism was ascertained by free word association tests which sounded logically appealing. One flaw in the design was the failure to control for IQ or other measures of mental ability. The assertion that the negative effects of interference engender cognitive flexibility remains an assumption not empirically verified.

Castañeda, A., & Gray, T. Bicognitive processes in multicultural education. Educational Leadership, December 1974, 32(3), 203-207.

SUMMARY: Contains a definition of bicognition; explains the behavioral characteristics of field independent and field sensitive students, the teaching styles that affect field independent and field sensitive students, and the characteristics of both teaching styles.

REVIEW: A theoretical proposal for cognitive and affective teaching styles. This theory has been applied in the multi-cultural language arts curriculum. It can also be used in developing the oral language curriculum.

Cowan, P. A. Piaget: With feeling. New York: Holt Rinehart and Winston, 1978.

SUMMARY: The purposes of the book are (1) to show how to implement Piagetian cognitive theory to social and emotional development, (2) to explore educational implications of Piaget's psychological theory, and (3) to examine up-to-date Piagetian research. The book is divided into four parts: part 1 introduces the personal aspect of Piaget which enables the readers to better understand the conceptual framework of Piaget's theory; part 2 consists of seven chapters which describe cognitve, social, and emotional development from infancy to adolescence; part 3 consists of two chapters which deal with individual differences in development. Natural setting variances and experimental setting variances are examined in the first chapter. The second chapter looks at exceptional children (schizophrenia, retardation, learning disabilities, and neuroses) in the framework of Piaget's theory; part 4 examines Piaget's genetic epistemology thoroughly. Educational implications are provided at the end of each chapter (chapters 2-13).

REVIEW: This book is excellent for those who want to understand Piagetian theory from a holistic perspective. Cowan does an excellent job of explaining and describing Piaget's terms in understandable language.

Cummins, J. Cognitive factors associated with the attainment of intermediate levels of bilingual skills. The Modern Language Journal, 1977, 61(1-2), 3-12.

SUMMARY: This study investigated the relationship between cognitive processes and the attainment of balanced bilingual skills for three groups of children who had learned their two languages under very different conditions. Eighty-five students from three sixth-grade classes were selected from a French-English Dual-Medium Differential Maintenance bilingual program and were grouped according to the language both parents spoke at home — English, French, and both English and French. Each student was then classified as a balanced or unbalanced bilingual. The proportion of boys and girls in each group was approximately equal. There was some socioeconomic status difference between the groups. Students were given two subtests of the Kuhlman Finch Intelligence Test to measure

verbal ability and general reasoning. The Utility Test was given to measure verbal divergence, and a Patterns Test to measure non-verbal divergence. Balance was determined by word association tests, subjective self-rating, and teacher rating. For the English group, balance was an indication of how well French was learned in the bilingual program. For the French group and mixed group, balance was an indication of how well French was maintained in an English-speaking milieu. The relationship between balance and cognitive variables was analyzed separately for each group using Pearson product-moment correlation. Comparisons with a unilingual group suggested that if divergent thinking skills had been influenced by a bilingual program, verbal fluency and flexibility skills of nonbalanced children would be positively affected, in addition the verbal originality skills of balanced children would be positively affected.

REVIEW: This research seems to indicate that the effects of bilingual learning experiences may be either positive or negative depending on the level of competence the bilingual child attains in the two languages, and that a threshold level of bilingual competence must be reached before access to two languages can begin to influence cognitive functioning positively. This may help explain some of the negative findings of the early research on bilingualism.

De Avila, E. A., & Havassy, B. Intelligence of Mexican American children: A field study comparing neo-Piagetian and traditional capacity and achievement measures. Austin: Dissemination and Assessment Center for Bilingual Education, 1974.

SUMMARY:This book was the result of a study conducted with 1300 Mexican American children in four southwestern states. The tests used in this study consisted of two types: developmental measures, and standardized achievement and IQ tests. The developmental measures tests used were four neo-Piagetian measures: the Cartoon Conservation Scales (CCS), Water Level Task (WLT), Figural Intersection Task (FIT), and the Serial Task (ST). The standardized tests used were the Stanford Early School Achievement Test (SEAT), the Otis-Lennon Mental Ability Test, the Comprehensive Test of Basic Skills (CTBS), the Inter-American Series, the California Short Form Test of Mental Maturity (CTMM), and the Peabody Picture Vocabulary Test (PPVT). This research project had five main goals: (1) to test the interrelations among the four neo-Piagetian measures in a

Mexican American sample, (2) to examine the psychometric properties of the neo-Piagetian measures, (3) to examine the relationship between developmental level as assessed by the neo-Piagetian procedures, and IQ as assessed by standardized measures, (4) to examine the extent of field-independence as measured by Pascual-Leone's Water Level Task, and (5) to examine sex differences in performance on tests. Some important results from this study have shown: (1) The CCS, WLT, and FIT are psychometrically sound; (2) there are no meaningful differences in performance between the sexes; (3) the performance of the primarily Mexican American sample is developmentally appropriate and well within the limits of expected levels of cognitive development given chronological ages; (4) a comparison of the performances of children taking the tests — in English, Spanish, or bilingually — revealed no appreciable differences. Differences in cognitive development as measured by the Piagetian tests could not be attributed to differences in language.

REVIEW: The studies show various results and provide indications for future research in this area. Good reading for persons interested in cognitive development in bilingual education.

Duncan, S. E., & De Avila, E. A. Bilingualism and cognition: Some recent findings. NABE Journal, 1979, 4(1), 15-50.

SUMMARY: Reports a study that was intended to correlate varying degrees of bilingualism, referred to as relative linguistic proficiency, with cognitive functioning. The research hypothesis was that bilingual subjects would outperform monolingual subjects on three criterion measures of cognitive ability, the Cartoon Conservation Scales, the Children's Embedded Figures Test, and the Draw-a-Person Test. Subjects were sampled from an urban Mexican American population, a rural Mexican American population, an urban Puerto Rican population, and a suburban Cuban American population. Language proficiency was assessed through the Language Assessment Scales which yielded a 5x5 matrix ranging from "late language learners" to "highly proficient in two languages," with different levels of monolingual and bilingual proficiency within the range. There were significant findings for bilingualism on the Cartoon Conservation Scales and the Children's Embedded Figures Test. There were no findings of significance for the Draw-a-Person Test, although there was a strong

monotonic trend in the predicted direction. The authors concluded that the superior cognitive performance of the bilinguals was due to a "metaset" or "metacognition," i.e., other availability of alternate schemes and strategies and the ability to choose among them.

REVIEW: Makes a positive contribution to the corpus on bilingual cognition in two ways: (1) it provides additional evidence that bilingualism engenders superior cognitive ability, and (2) it takes into account the additional variable of varying degrees of bilingualism.

Dunn, R. S. Learning — A matter of style. Educational Leadership, March 1979, pp. 430-432.

SUMMARY: Addresses (1) learning styles of the slow learner i.e., tactile, kinesthetic, informal, visual and (2) multi-sensory instructional packages (18 listed). The author includes suggested learning activities with a brief explanation of teaching methods for each and a learning skills center approach for rotating small groups in an elementary classroom, including slow-learning children.

REVIEW: Good review of learning styles, along with the value of knowing and applying them to pedagogical practices.

Feldman, C., & Shen, M. Some language-related cognitive advantages of bilingual five-year-olds. Journal of Genetic Psychology, 1971, 118, 235-244.

SUMMARY: Attempts to show that bilingual five-year-olds have advantages in object constancy, in naming, and in the use of names in sentences that monolingual five-year-olds do not have. The study involved a group of fifteen monolingual four-, five-, and six-year-olds and a group of bilingual four-, five-, and six-year-olds from the same Head Start program, with equal numbers of males and females in each group. Children were asked to identify physically transformed objects verbally and by pointing; to identify learned common names, nonsense names, and switched common names in simple relational sentences. Results were analyzed in terms of number of correct responses. The three tasks were found to be increasingly difficult for both groups in the order expected. Bilinguals did signifi-

cantly better than monolinguals at all three tasks. When an analysis differentiated comprehension (pointing) responses from production (verbal) responses, comprehension scores were superior to production scores for both groups. However, the bilinguals' advantage in these tasks was greater on the comprehension than on the production measures. The authors note the interesting finding that bilinguals are superior in their ability to switch names used alone and in their ability to use common names and nonsense names in relational statements, even though knowledge of names and facility for acquiring new names was equivalent for the two groups.

REVIEW: These results seem to imply a notion of meaning as a function of use and some ability to see language as usable in a linguistic context as a result of bilingualism.

Fishman, J. Bilingualism, intelligence, and language learning. Modern Language Journal, 1965, 49(4), 227-236.

SUMMARY: The author suggests that there are various degrees of bilingualism, that different branches of scientific research have been concerned with different aspects — educators with relative proficiency, psychologists with relative ease, and sociologists with relative language use — and that these measures can be organized in terms of general variance. This would measure the degree of bilingualism in written and spoken language, comprehension and production, and informal vs formal situations. The concepts of domains and role-relations are discussed and related to the distinction between coordinate bilingualism and compound bilingualism.

REVIEW: This distinction is used to demonstrate that it is difficult, if not impossible, to draw conclusions about the relationship between bilingualism and intelligence. This is particularly so when comparisons are made across domains.

Isaacs, N. Children's ways of knowing. New York: Columbia University, Teacher's College, 1974.

SUMMARY: The author, who introduced and interpreted Piaget's concepts to teachers and students in England, states that (1) educational practice should adapt to the nature of the child rather than adapting the child's nature to educational practice and (2) it is necessary to reconstruct the psychology of cognition in a way that the entire cognitive life history of the individual may be examined. The author argues that meaningful learning cannot take place without the active involvement of the learners, for it is they who have to do the integrating of new materials into their own worlds. The author believes that it is dangerous to inform and explain issues that cannot be assimilated into the children's own "living learning." The most constructive and productive use of language is that of children in the form of spontaneous questions. However, children are required to be passive and not use language in spontaneous activities in the usual classroom.

REVIEW: The author submits practical ideas as to the adaptation of instructional strategies to fit the child's nature.

Katkovsky, W., Crandall, V. C., & Good, S. Parental antecedents of children's beliefs in internal-external control of reinforcements in intellectual achievement situations. Child Development, 1967, 38, 765-776.

SUMMARY: The research done by the authors supports their hypothesis that the more parents initiate and encourage their children's achievement behavior and the development of their skills, the more children will learn [illegible] their behavior and not external factors that determine the reinforcement they receive. Parents' behavior, such as dominance, rejection, and criticality, were negatively associated with beliefs in internal control.

REVIEW: The result of this study is important because it shows how the manner in which parents interact with their children affects the internal-external orientation of their children. The author suggests that since internally oriented individuals tend to score higher in achievement tests, it is necessary to develop these orientations among children who do not operate along these lines.

Kessler, C., & Quinn, M. E. Bilingualism and science problem-solving ability. Paper presented to the Fourteenth Annual International Convention of Teachers of English to Speakers of Other Languages (TESOL). San Francisco, March 1980.

SUMMARY: This study examines additive and subtractive bilingualism and their relationship to science problem solving ability. Thirty Spanish English bilingual, 14 Italian English bilingual, and 32 monolingual English-speaking sixth graders were taught by the same teacher to generate scientific hypotheses that explained filmed science problems. The quality of hypotheses generated, the level of syntactic complexity used in the hypotheses, and reading comprehension were measured and correlated. The quality of hypotheses and the syntactic complexity used in the hypotheses were more highly correlated to each other than either of these variables was to reading ability. The additive bilinguals dramatically outperformed subtractive bilinguals, although both groups of bilingual children scored significantly higher than their monolingual peers.

REVIEW: These results corroborate other studies that show a positive correlation between cognitive development and language development, independent of socioeconomic factors, although the exact nature of the relationship and whether it is indeed a causal one remains uncertain.

Kessler, C., & Quinn, M. E. Emergence of semantic notions in child bilingualism. Los Angeles: Los Angeles Second Language Research Forum, 1979. (ERIC Document Reproduction Service No. ED 171 152)

SUMMARY: This paper focuses on acquisition of a semantic field related to Piagetian tasks of conservation. The hypothesis examined in this study is that the manifestation of a concept will occur first in the bilingual's dominant language and only later in the weaker language. Subjects were two groups of Mexican American children, first graders and sixth graders, bilingual in Spanish and English. In terms of the second setting, the older bilinguals had shifted language dominance from first to second language; the younger group was developmental, but dominant in first language.

REVIEW: Using a cross-sectional approach, the study investigated some

of the complex interactions between first and second language cognitive development. The authors believe that the manifestation of certain aspects of conceptual development in the bilingual child's two languages does not involve a simple lateral transfer of a particular concept from one language to another, but rather that both languages draw from a shared set of linguistic principles and conceptual notions. In addition to a discussion of the theoretical issues, practical implications for assessment and placement of children in bilingual programs are noted.

Landry, R. G. A comparison of second language learners and monolinguals on divergent thinking tasks at the elementary school level. The Modern Language Journal, 1974, 5(1-2), 10-15.

SUMMARY: This study proposed that the learning of two languages during elementary school years results in the development of more of the potential divergent thinking abilities of an individual. Sixty-four first graders, forty fourth graders, and forty sixth graders were randomly selected from Foreign Language in the Elementary School (FLES) and non-FLES schools in Manchester, New Hampshire, and were then matched in population, area of the city, and socioeconomic status. Equal numbers of boys and girls were drawn from each grade level. Students were given the Verbal and Figural dimensions of the Torrance Tests of Creative Thinking to measure fluency, flexibility, originality, and elaboration of divergent thinking. A multivariant, two-way analysis of variance of the first grade data indicated no significant differences between boys and girls in the FLES and non-FLES groups. Analysis of fourth grade data also failed to show significant differences. For sixth graders, no significant differences occurred between the sexes or in the interactive effect, but a significant difference was found in the effect of language group. For all six dependent variables the FLES group scored higher than the non-FLES group.

REVIEW: The author concludes that Foreign Language in the Elementary School (FLES) promoted creativity through an enriched and stimulating environment. Furthermore, the author concludes that not only must children have experience with a second language but they must also have sufficient experience to make a significant relationship between second language learning and divergent thinking abilities.

Luria, A. R. Cognitive development: Its cultural and social foundations. Cambridge, Mass.: Harvard University Press, 1976.

SUMMARY: The purpose of the book is to demonstrate the sociohistorical roots of all basic cognitive processes through a carefully designed, natural setting oriented, experimental methodology. Because of its unique methodology and the historical and social background of the subjects in the experiments, this book sheds a new perspective on cross-cultural cognitive development. Five groups of subjects were involved in various experiments: 1. perception, 2. generalization and abstraction, 3. deduction and inference, 4. reasoning and problem solving, 5. imagination, self-awareness, and self-analysis. The conclusions of the experiments were as follows: 1. the structure of cognitive activity did not remain static during different stages of historical development, 2. the most important forms of cognitive processes varied as the conditions of social life changed and the rudiments of knowledge were mastered. Illiterate and socially isolated subjects relied on graphic functional experience for their cognitive performances. Schooling appeared to be the main path to the abstract and theoretical cognitive processes.

REVIEW: This resource book is an excellent aid for use in understanding conflicting results of cross-cultural studies in cognitive development (concept development and problem solving).

McLaughlin, B. Second language acquisition in childhood. New Jersey: John Wiley and Sons, 1978.

SUMMARY: A comprehensive account of the literature on second-language acquisition in children. The book is an attempt to make the findings on this subject more easily available to educators, psycholinguists, and psychologists. The pertinent information in this book deals with the effects of bilingualism and research dealing with the cognitive processes in the bilingual individual. The author calls for a better means to determine the degree of bilingualism in a person and explains the attempts made up to the date of publication. The book provides a discussion of the five major areas of research interest in bilingualism: its relationship to intelligence, language skills, educational attainment, emo-

tional adjustment, and cognitive functioning. Positive and negative results of various experiments are also shown.

REVIEW: A great deal of information and data on this subject is presented in an empirical manner, but many other aspects, such as home background and social influences as variables, are neglected.

Myers, B., & Goldstein, D. Cognitive development in bilingual and monolingual lower-class children. Psychology in the Schools, 1979, 16, 137-142.

SUMMARY: The authors assert that studies dealing with bilingual children's cognitive performance are confounded by a failure to account for seven specific factors: assessment of verbal vs nonverbal abilities, language of test administration, social class, the effect of practice on test performance, tester's ethnicity, child's degree of bilingualism, and developmental changes in cognitive ability. The study established controls for all of these independent variables. Results showed that bilingual children performed as well as monolingual English speakers on the nonverbal measure of intelligence, but significantly lower on verbal measures in either language.

REVIEW: A cross-sectional study of three age groups that could be corroborated. Replication of the study in an expanded form could be done to control for the effects of each independent variable.

Peal, E., & Lambert, W. The relation of bilingualism to intelligence. Psychological Monographs: General and Applied, 1962, 76(27), 1-22.

SUMMARY: The authors discuss the role of language interaction- interference in verbal testing, and also the theoretical aspects of the effects of bilingualism on intelligence. Their own research attempted to discover more about the nature of the effects and thus they used a wide variety of measures of intelligence, attitude, and achievement. The data showed bilinguals to be superior to monolinguals in all three areas. The authors discuss possible reasons for these findings and conclude that their bilingual subjects had mental flexibility, superior concept formation, and more diver-

sified mental abilities. They admit that it is not possible to know if the children became bilingual because they were intelligent or if their bilingualism fostered growth of intelligence. The important conclusion is that bilingualism is a distinct intellectual advantage.

REVIEW: This article has been cited frequently, as it is one of the better studies in this area. Previous studies often found bilingual education to be detrimental to intelligence, but Peal and Lambert discuss the many biases that invalidate such studies.

Price-Williams, D. R., & Ramirez, M., III. Divergent thinking, cultural differences, and bilingualism. Journal of Social Psychology, 1977, 103, 3-11.

SUMMARY: This study involved sixty-three Mexican Americans, sixty-one Black, and fifty-nine Anglo fourth grade students attending Catholic parochial schools in Houston, Texas. Most of the Mexican Americans selected were Spanish English bilinguals and most of the Blacks selected were French English bilinguals. All of the Anglo students were English speaking monolinguals. One half of the students in each group were male, one half were female, and all were low socioeconomic status based on father's occupation. Students were tested for divergent thinking using the Unusual Uses Test (UUT) and the Peabody Picture Vocabulary Test. Results were scored and analyzed for possible correlations. Mexican American and Black males scored higher than Anglo males on both ideational fluency and flexibility. Anglo females scored higher than Mexican American and Black females on both ideational fluency and flexibility. Anglo subjects scored higher than Mexican Americans and Blacks on the Peabody Picture Vocabulary Test. An analysis of variance indicated a significant ethnic effect for the Peabody test data and UUT flexibility data but not for UUT fluency. The ethnicity by sex interactions were significant for both fluency and flexibility. In this case, the overall data on males supported the hypotheses that children of minority groups and children who are balanced bilinguals tend to have an advantage on the UUT. The results from the females did not support this hypothesis and could not be explained by the study.

REVIEW: The study made no mention of participation in a bilingual education program; neither did it specify the extent to which the balanced

bilinguals had gained proficiency in either language. Uncontrolled variables such as these may have contributed to the conflicting results for males and females and emphasize the importance of carefully conducted research.

B. PSYCHOLINGUISTICS

Bain, B. Toward an integration of Piaget and Vygotsky. Linguistics, 1975, 160, 5-19.

SUMMARY: Bain reviews the positions of Piaget and Vygotsky on the relationship between thought and language. Piaget affirmed that although at higher levels language freed thought from temporal constraints, language followed thought and was reflective of levels of cognition. Vygotsky, on the other hand, saw language as leading cognition and acting as a synthesizer of symbolic experience. Bain sees the two theories as complementary, not contradictory, and attempted to integrate them in two studies. Subjects were selected to represent propositions and correlate operation stages, they were also matched on socioeconomic status and IQ. The studies compared monolingual English speakers with French English bilinguals. In the first study, subjects were to discover rules of a task and then transfer the rules. Bilinguals discovered the rules faster, but transfer times were the same. Differences in discovery time did not reach significance. In the second study, subjects were to correctly identify the emotions portrayed in classical portraits. Bilinguals gave significantly more correct responses. Bain feels this supports Vygotsky's position.

REVIEW: One study showed a trend, but not a significant difference, while the second lacked Piagetian implications for the tasks performed. Careful scrutinization of both studies is recommended before generalizations are made.

Else, F., & Else, H. Individual differences in second-language learning. Applied Psycholinguistics, 1980, 1(1), 95-110.

SUMMARY: The authors studied individual differences in French language achievement in a group of first grade, English speaking students in an early French immersion program. Significant relationships between sec-

ond language achievement and four variables were observed: cognitive factors, attitudinal and motivational factors, affective factors, and the learning context. The finaings were: (1) the cognitive style of field independence was found to be positively correlated with second language learning, (2) a positive attitude toward the target language and the target language group, and the integrative rather than instrumental motivation to language were positively associated with second language achievement among older learners but not significant in young learners, (3) the children who were predisposed to integrate socially with target language speakers made the most progress, and (4) in immersion programs, active experimentation with language was likely to be more valuable than instructions stressing rote learning and use of language.

REVIEW: Appropriate for study of the interaction of affective and cognitive factors.

Fishman, J. Bilingualism with and without diglossia; diglossia with and without bilingualism. Journal of Social Issues, 1967, 23(2), 29-37.

SUMMARY: The purpose of this paper is to explore the relationship between bilingualism (a psychological and linguistic construct) and diglossia (a sociological construct). The latter term was advanced in 1959 by Ferguson to refer to the use of two or more separate codes for intrasociety communication. Maintenance of these codes depends on each serving distinct functions or compartmentalized roles. Many monolingual communities are marked by diglossia between social classes; other communities show both diglossia and bilingualism.

REVIEW: The author states that the relationship between diglossia, social class, and bilingualism must be taken into account in studies of bilingualism in order to truly appreciate functional differences.

Lambert, W. E., Gardner, R. C., Olton, R., & Tunstall, K. A study of the roles of attitudes and motivation in second-language learning. In J. Fishman (Ed.), Readings in the sociology of language. The Hague: Mouton, 1977, pp. 447-491.

SUMMARY: This excerpt compares the results of the different orientations that language learners possess and relates them to the theory of language learning developed from studies at McGill University. It discusses the results of studies on Franco-American students who learn a second language in Montreal, Louisiana, Maine, and Connecticut. The authors conclude that two independent factors underlie skill development: (1) intellectual capacity, and (2) appropriate attitude and motivation.

REVIEW: This information is helpful to language teachers. It emphasizes the need for development of programs showing culture, people, and target language favorably.

C. SOCIOLINGUISTICS

Cohen, A. D. A sociolinguistic approach to bilingual education. Rowley. Mass.: Newbury House Publishers, 1975.

SUMMARY: A two year longitudinal study comparing Mexican Americans in a two-way bilingual program with a control group in a traditional English as a second language program. The study reports that experimental students were slightly behind in English skills, slightly ahead in Spanish skills, equal in math, and slightly better in academic aptitude. Attendance and attitude toward school were better among students involved in the experiment. Experimental students used Spanish more, had a greater esteem for the Mexican culture, and their parents had more positive attitudes toward Spanish. Extensive syntactical error analysis of Chicano English and Spanish were included in the study as well.

REVIEW: Extensive, well documented evaluation of a bilingual program in its first years. Teaching methods changed during the experiment; it is not an evaluation of an already established program. Sociolinguistic data on language use, error patterns, and parental language attitudes are unique and highly relevant, considering the growing awareness of sociological factors in bilingual education.

Figueroa, R. A., & Gallegos, E. A. Ethnic differences in school behavior. Bilingual Education Paper Series, February 1980, 3(7). Los Angeles: National Dissemination and Assessment Center.

SUMMARY: The authors present an investigative discussion of the effectiveness of the Ramírez and Castañeda rating scales (of a Likert format) for identifying ethnic behavior. In addition, Figueroa and Gallegos conducted their own study, using their newly formulated rating scale, in order to add to the research data which contrasts the behavioral cultural characteristics of Mexican Hispanic children with those of children of the Anglo cultural heritage. Interviews of parents, students, and Spanish bilingual teachers helped the researchers develop "a practical assessment system aimed at identifying the unique social and affective characteristics of Mexican Hispanic children" (p.8). The final study rating scales were answered by thirty-nine Spanish bilingual teachers and the data reported by the authors is intended to sensitize students, teachers, and administrators to the specific meanings of cultural pluralism and ethnic diversity. The following major conclusions were made by Figueroa and Gallegos: "To the degree that Mexican-born students are economically 'different' from their Hispanic and Anglo peers and to the degree that they may be optimistically assigned to bilingual classes for a more equal educational opportunity, the results of this study call for a form of educational intervention that takes into account teacher socioeconomic perceptions. Social class 'distance' may seriously limit or preclude effective, equal education" (p.220). Therefore, the authors also suggest that the Ramírez and Castañeda rating scales be used cautiously as they appear "to be empirically weak in distinguishing between the two most extreme field-dependent (Mexican) and field independent (Anglo) 'types'" (p. 24). The team advocates further research into rating scales as well.

REVIEW: Study assumes solid background in statistical interpretation, including an understanding of the Likert format. One can still follow the data presented in the tables easily enough without knowledge of statistical interpretation; the rationale for the selection of Figueroa & Gallegos' rating scale is understandable, and the need for further research in this field is clearly evident.

Fishman, J. The measurement and description of widespread and relatively stable bilingualism. Modern Language Journal, 1969, 53, 152-156.

SUMMARY: A two year study was undertaken in a Puerto Rican neighborhood of New York and resulted in a series of articles subsumed under the more general title of Bilingualism in the Barrio. Several sociolinguistic principles were applied, most notably: the individual is seen as a member of a speech community, and what must be studied is not so much acquisition but communicative appropriateness of one's language. Thus, sociolinguists believe that traditional psychological measures of bilingualism need to be revised to take into consideration the context in which one or the other language is used. Fishman admits to the weakness of self-report measures usually used in sociolinguistics and attacks the narrow-mindedness of linguistic studies that do not distinguish between situations and usage when defining language. All speakers, bilingual or monolingual, belong to a variety of speech networks; the usage in each is not equal and standard. Measures of linguistic usage or competency need to be sensitive to this. The present study was an attempt to use widespread and longitudinal data in an effort to develop a better measure of bilingualism.

REVIEW: This is a good presentation of the theoretical considerations of sociolinguistics.

Herrell, I. C., & Herrell, J. M. Affective and cognitive aspects of bilingualism. NABE Journal, Spring 1980, 4(6), 81-91.

SUMMARY: Language has an affective as well as a cognitive component, yet most studies focus on the cognitive aspect, thus ignoring the affective aspect of bilingualism. This study reveals that (1) cognitive or lexical equivalents in two languages may have different meanings even to the same bilingual user; (2) the words in the first language have greater affective intensity and meaning than their second language counterparts; and (3) differences related to affective meaning of words have a tendency to be greater for emotional words than for neutral words.

REVIEW: Educational implications are that teachers of second language learners need to provide real life situations in the language as often as

possible in order to help the students develop a closer congruence or equivalence of meaning of words due to the possiblility that two people talking and using the same words, can have absolutely different meanings for those words.

Oller, J., Baca, L., & Virgil, F. Attitudes and attained proficiency in ESL: A sociolinguistic study of Mexican Americans in the Southwest. TESOL Quarterly, 1977, 11, 173-183.

SUMMARY: The topic of this study was concerned with the relationship between learner attitudes and achievement in English as a second language. The authors hypothesized that attitudes toward the target language would correlate more highly with proficiency attainment in the second language than in a foreign language setting. Sixty Mexican American women studying English in a vocational center were administered an English cloze test and an attitude questionnaire with items describing possible characteristics of Anglo Americans, of Mexicans, and of the subjects themselves. The questionnaire was factor analyzed. High scores on the cloze test correlated negatively with positive attitudes toward self and toward Mexicans. Negative attitudes toward Anglo Americans correlated positively with higher scores on the cloze test.

REVIEW: The value of this study is in challenging the assumption that integrative motivation is essential to second language learning and to show the importance of a positive self-concept and cultural pride. Methodological flaws were in failing to differentiate between Mexican Americans native to the U.S. and immigrants from Mexico. There was also no covariante analysis for prior formal instruction. These two factors may have biased the results. There also was little discussion of the significance of the findings for educational practice.

Sarbin, T. R. The culture of poverty, social identity, and cognitive outcomes. In V. L. Allen (Ed.), Psychological factors in poverty. Chicago: Markham Publishing Co., 1970, pp. 29-46.

SUMMARY: This selection (1) defines the culture of poverty as a conceptual unit; (2) lists the characteristics of the psychological outcomes; (3) re-

views literature of time perspectives, linguistic codes, locus of control; (4) presents a three-dimensional model including status, value, and psychological involvement; and (5) offers a prescription for action.

REVIEW: This is a resource article for the failure of self-esteem in children from poverty homes.

D. TRANSFER OF LEARNING

Bruner, J. S. Learning and thinking. In H. F. Clarizio, R. C. Craing, & W. A. Mehrens (Eds.), Contemporary issues in educational psychology. Boston: Allyn & Bacon, 1970, pp. 285-295.

SUMMARY: The author discusses the problem of transfer of learning. He emphasizes the importance of "generic" learning which makes it possible for one to organize and manipulate what is learned in such a way that there is transfer from learning of specifics to thinking.

REVIEW: The author's insightful comments on classroom and societal influences that negatively affect learning demonstrate the need for a new kind of thinking about education in general — and about learning in particular. The ideas expressed in this article can be used in the planning of all subject area curricula.

Engle, P. L. Language medium in early school years for minority language groups. Review of Educational Research and Extension, 1975, 45(2), 283-325.

SUMMARY: The central issue is whether children taught to read in their primary language first and taught subject matter in that language will have greater comprehension than if taught the same material exclusively in the second language.

REVIEW: Useful for consideration of transfer of learning from first language to second language as opposed to English-as-a-second language training only.

Rizzuto, M. F. Experimental comparison of inductive and deductive methods of teaching concepts of language structure. Journal of Educational Research, February 1970, 63(6), 269-273.

SUMMARY: This article compares the relative effectiveness of inductive and deductive methods and tries to determine the extent of interaction among ability, sex, and method variables. One hundred sixty-five eighth-grade students, divided into two groups, were given inductive teaching treatment in one group and deductive treatment in the other group for five weeks. At the end of this period tests were administered for recognition and transfer criterion. Two weeks later tests were administered again. Results showed that under criterion conditions, the inductive method was superior in teaching morphological and syntactical concepts of language structure. The inductive method also seemed to be more effective with female subjects.

REVIEW: Although in this study results showed superiority of the inductive method in teaching morphological and syntactical concepts of language structure, it should not be assumed that this method is the only one that should be used for teaching these particular concepts or for teaching all subject areas to all grade levels in all locations. It is conceivable that through verbalizing the discovered concepts, the inductive subjects simplified the concepts, thus making it possible for more efficient recall on the tests.

E. LANGUAGE AND CULTURE

Katz, J. Bridging values. Childhood Education, January/February 1981, 57 (3), 131-137.

SUMMARY: "Values are expressions of our preferences, preferences that stem from past experiences and that help to guide us to and through new experiences" (p. 131). Values are rooted in experience varying widely across both time and space. Our values reflect what is of interest to us and what we consider worthwhile. Different people have different values because of their different experiences, different circumstances, and different times. It is important to note that values change in response to need and stress. The author points out that children bring to the school the values of

their homes and families, and from the moment they enter the classroom, children must learn to bridge the difference between what can be done at home and what can be done in school. The school, and the teacher in particular, is held responsible for helping children build the bridge between one world and another and for encouraging them to do so independently.

REVIEW: Recommended for teachers as a reminder that it is essential for them to be appreciative of the values of their students so that meaningful learning experiences may be provided. Knowledge of their students' values would help stimulate appropriate motivation.

Laosa, L. M. Multicultural education: How psychology can contribute. Journal of Teacher Education, May-June 1977, 28(3), 26-30.

SUMMARY: In many aspects psychology has been the basic social science of education, focusing on cognition, perception, learning, language, motivation, personality, and adaptation of the individual during development. Psychology contributes to personalized instruction in multicultural education, specifically in the areas of cognitive styles and learning styles. The author states that teachers and other professionals who work with children believe that not all children benefit equally from a particular instructional approach. Anthropologists, social scientists, psychologists, and educators agree that children, because they come from different cultural backgrounds, have their unique modes of cognition and learning styles. There is evidence that childhood socialization practices characteristic of certain cultures tend to foster the development of particular cognitive styles, while cultures in which other characteristics of child rearing predominate tend to foster the development of other modes of cognitive functioning. Also, there are factors other than ethnic group membership that are strong predictors of educationally relevant characteristics, such as socioeconomic status, family structure, geographic location, etc. One cognitive style dimension, field-sensitive and field-independent, has been researched the most. It appears that field-sensitive individuals tend to use "spectator" approaches to learning, whereas those who are field-independent more often use "participant" approaches.

REVIEW: Research findings regarding the cognitive styles and learning strategies are very valuable in the education of ethnic minority students.

Now there is evidence to show that minority students are getting lower scores in achievement tests than mainstream students because the cognitive style of ethnic students is not compatible with the teachers' strategy. With a multicultural type of education, minority students may have a more relevant education and may be happier in school pursuing their education.

Saugstad, P. A theory of language and understanding. Oslo: Universitets-forlaget, 1980, II-64.

SUMMARY: The author explains, with several examples, the reasons why he thinks that in the gradual evolution of language, understanding and culture played a major part. Hence, language, understanding, and culture have become closely interwoven — so much that it is difficult to deal with the issues of language without at the same time dealing with the issues of understanding and culture. Language is, the author states, a form of behavior, a form of understanding, and a biological function. The author disagrees with the Whorfian theory and, instead, holds that the different ways of solving the same or similar types of communication problems led to the diverse ways of using linguistic signs found in the known languages. In other words, differences in understanding result in differences in language. Understanding (or thought) came first, both ontogenetically and phylogenetically, followed by the development of cultural practices that led to the emergence of language. Saugstad develops the theory carefully and explicitly so that any layperson can follow and understand the concepts expressed in the development of the theory of language and understanding. Since language is a problem solving activity, the extent to which a language learner can solve problems is dependent upon the amount of familiarity with the concepts and with the words that refer to them. Also, verbal communication is a form of social interaction and of behavior in this interaction.

REVIEW: Knowledge of these theories concerning language should be helpful in the study of normal and abnormal development of language in children. In a bilingual educational setting, a comparative study of different cultural languages is possible as an attempt is made to eliminate the differences in understanding by increasing the number of linguistic signs or vocabulary common to the speakers in any verbal communication situation. Making it easier for students to increase their language fluency through

amassing words to express ideas in a social context should be the goal of every teacher, but the onus of such a task is heaviest on the ESL or bilingual education teacher.

Smith, N. B. Cultural dialects: Current problems and solutions. The Reading Teacher, 1975, 29(2), 137-141.

SUMMARY: The author presents a case for the idea that dialect is simply another language. This is supported by studies that agree: (1) to accept the children's dialect in their native languages; (2) to provide children with opportunities to read in their own dialect as a precedent to or concurrent with reading in standard English; and (3) to combine teacher guidance, appropriate materials, and teacher and peer associates to aid children in acquiring the ability to speak and read with increasing fluency in standard English while maintaining their native languages.

REVIEW: This article provides suggestions for teachers in the field of reading, and urges them to understand that the school — and especially the teacher — must accept the culture of the child. The author suggests that helping children develop pride in their language and confidence in their ability to use language to communicate is of prime importance. In reading, then, the focus would be on the process of reading, not on the language.

III. TEACHING STRATEGIES

A. INSTRUCTIONAL MODELS

Bruner, J. S. Toward a theory of instruction. Cambridge, Mass.: The Belknap Press of Harvard University, 1966.

SUMMARY: Bruner views instruction as an effort to assist or shape growth, which depends upon internalizing events into a "storage system" that corresponds to the environment. These methods of representation are enactive, iconic, and symbolic. The major features of a theory of instruction are: (1) it should specify both experiences which implant a predisposition to learning and the nature and pacing of rewards and punishments, (2) it must specify ways in which a body of knowledge should be optimally structured and (3) it should effectively sequence materials to be learned.

REVIEW: Interesting reading. Bruner's theory has an application not only for curriculum development but also, more specifically, for working with ESL students in classrooms.

Donaldson, M. Children's minds. New York: Norton & Company, 1978.

SUMMARY: The purpose of this book is to inform educators and researchers about the mental capacity of young children when provided with familiar context and meaningful language. Donaldson ascertains that the failure of children to provide correct answers to adults' questions lies in: (1) the adults' inability or insensitivity toward children's difficulty in comprehending adults' intentions, (2) the way questions are presented — often as isolated words, and (3) the difference between an adult's conceptualization of language and that of children. Many Piagetian and modified versions of Piagetian research are cited to illustrate and to support the author's position.

REVIEW: Chapter 7 (Disembedded Thought and Social Values), chapter 8 (Why Children Find School Learning Difficult), and chapter 9 (What the School Can Do) are very useful for bilingual classroom application. This is an excellent resource book for those who are interacting with and educating both mainstream and minority group children.

Gagne, R. M., & Briggs, L. J. Principles of instructional design. New York, Chicago, San Francisco, Dallas: Holt, Rinehart and Winston, 1979.

SUMMARY: The authors address basic assumptions about instructional design, derivation of an instructional system, designing instructional sequences and individual lessons (modules), and varieties of individualized instruction. They also discuss intellectual skills, principles, internal processes, and outcomes, including cognitive strategies, verbal information, motor skills, and attitudes.

REVIEW: The information is well organized, and would appear to be helpful to any teacher developing lesson plans and learning goals for students.

Goodman, M. E. The culture of childhood. New York: Teachers College, Columbia University Teachers Press, 1970.

SUMMARY: This book examines child development or socialization from the perspective of a child. To accomplish this, the author examined cross-cultural anthropological data from the Philippines, Java, Puerto Rico, New Zealand (the Maori), Japan, Mexico, China, Egypt, and the United States. Goodman refutes generalizations about what the child perceives, knows, and feels from infancy to adolescence through cross-cultural studies and comparisons. Training of children, the patterns of politeness, occupational preferences, play, language habits, and peer cultures are among many domains for comparisons. The author points out that a child's lesser ability to verbalize will, of itself, reduce the fullness and clarity of communication, if not conceptualization. The author concludes that it is time to discard the assumption that what adults see or think they see in the middle class American child is what can be considered as being normal or inevitable.

REVIEW: This book is excellent in eliciting in the readers an empathetic understanding of various ethnic groups.

Paz, E. The development of bilingual education models. Bilingual Education Paper Series, 1980, 3(3). Los Angeles: National Dissemination and Assessment Center.

SUMMARY: The article describes (1) the theoretical basis of bilingual education models and (2) the types of bilingual instructional models that exist. The bilingual education models are theoretically based upon two philosophies: the cultural pluralism philosophy proposed by John Dewey (1916) and the assimilation philosophy proposed by I.B. Berkson (1920). These philosophies are used to define and classify the bilingual models. The pluralistic approach is defined as that which promotes ethnic language maintenance and utilizes it as a medium of instruction. The model further integrates the needs of the total community. In contrast, an assimilation approach promotes transfer from the ethnic language to a core language dominance. The ethnic language is used to promote learning in the core language. An organizational framework further classifies the bilingual models as sequential, target, or contextual. This type of framework gives an overall comparison of the models as they relate to one another.

REVIEW: The article is informative in providing both theoretical and instructional perspectives of bilingual models.

Trueba, H. T. Bilingual-education models: Types and designs. In H. T. Trueba & C. Barnett-Miziahi (Eds.), Bilingual multicultural education and the professional. Rowley, Ma.: Newbury House Publishers, 1979, pp. 54-73.

SUMMARY: This article discusses the most common typologies, models, and curricular designs in bilingual education. The author briefly describes each one of them and gives a few examples of instructional implementation.

REVIEW: This is by no means a full description of models, but rather a brief introduction to the different models of bilingual education programs. The article can serve as a resource guide for those interested in research.

B. TESTING

Christensen, T., & Livermore, G. A comparison of Anglo-Americans and Spanish-American children on the WISC. Journal of Social Psychology, June 1970, 81(1), 9-14.

SUMMARY: This study compared the performance of lower and middle class Anglo Americans with lower and middle class Hispanic Americans. The results show that middle class children in both ethnic groups scored significantly higher than lower class children in each of the WISC measures examined in the study. Anglo Americans scored higher than Hispanic Americans on measures where ethnic origin was a factor.

REVIEW: The study answers the theoretical questions, but it does not expand on its results. This study is one of the few that observes Mexican Americans in terms of different social classes.

Cooper, R. L. Two contextualized measures of degree of bilingualism. Modern Language Journal, 1969, 53, 172-179.

SUMMARY: Traditionally, the degree of bilingualism has been measured by subtracting a score in one language from a score in another language. Thus, a score of 0 would reflect a "balanced bilingual." The author feels that this way of measuring is inadequate because bilingual speakers may use each language differently under different social conditions. Thus, two techniques which differentiated the societal domains of family, neighborhood, religion, education, and work were tested. These then revealed differences in bilingual proficiencies that might be associated with the different societal usage of two languages. Two techniques, word naming and word association, yielded Spanish and English scores corresponding to each of these domains. It was found that the word naming difference scores significantly correlated to social domains; Spanish was found to be more closely related to the domains of home and religion.

REVIEW: Empirical. This article represents a good effort to refine a much needed tool for measuring bilingualism.

Darcy, N. T. Bilingualism and measurement of intelligence: Review of a decade of research. Journal of Genetic Psychology, 1963, 103, 259-282.

SUMMARY: A review was made of studies done both in the U.S. and Wales that attempted objective and quantitative measures of bilingualism, of socioeconomic status, and of time as a factor in testing. The author felt that such studies confirmed her belief that bilingualism is not uniform as to kind or influence on individuals. Frequently, test results show bilingual children to have lower scores than monolinguals on verbal intelligence tests. The author concludes that this information is invalidated if one refers to socioeconomic groups, cultural background, age at beginning second language, methods of teaching, and weaknesses of testing instruments. The author further concludes that more research is needed.

REVIEW: Review of the research is useful for the examination of the effect of different variables on language acquisition.

MacNamara, J. The bilinguals' linguistic performance: A psychological overview. Journal of Social Issues, 1967, 23(2), 58-75.

SUMMARY: This article presents an overview of the issues of meaning and measurement of bilingualism, the amount of overlap, success and failure in keeping systems separate, the ability to switch systems, and the ability to translate. Bilingualism is seen as a continuum with variations on abilities — speaking, listening, reading, and writing. However, when determining the degree of bilingualism, one must consider the environment, e.g. whether or not there is diglossia. Various ratings may be valid or invalid because of the separation or overlap of usage. Problems in measuring the amount of bilingualism are considered: rating scales, fluency tests, flexibility tests, dominance tests, and other indirect measures. The distinction between compound and coordinate bilingualism is discussed, but no conclusions are reached regarding the theory. Linguistic independence is considered according to the "one-switch" and "two-switch" models; language switching is considered in terms of pauses and cues. Translation is seen as a tool for studying such effects. Three studies are cited.

REVIEW: The advantages of bilingual research are presented as many and positive. More research is encouraged.

C. EARLY CHILDHOOD EDUCATION AND LANGUAGE

Anderson, T., Past, A. W., & Past, K.E.C. Early childhood: The best time to become bilingual and biliterate. Childhood Education, January 1978, 54(3), 155-161.

SUMMARY: This article is based on two propositions: (1) that bilingualism and biliteracy are desirable goals for every child, and (2) that early childhood is the most favorable time to attain these goals. The sharp contrast between these propositions and the association (in the U.S.) of bilingualism with poverty, mental retardation, and low school achievement is noted. The derogatory ideas associated with bilingualism are, the authors state, the results of testing methods that have produced wrong and biased information. Foreign language requirements are being lowered in high schools and universities, and students have even lobbied against language requirements. It is clear that it is difficult for a teenager or an adult to become bilingual. A strong statement is made for the language learning capabilities of young children whose Language Acquisition Device (LAD) enables them, innately, to understand the rules of language acquisition; researchers are listed and case studies are cited of very young children who learned not only to speak in more than one language, but also to read in more than one language simultaneously. The conclusion is that although bilingual education is a major worldwide phenomenon "it is rarely offered to those whose language-learning capabilities are greatest — the preschool children" (p. 159).

REVIEW: The authors consider the stage theories propounded by Piaget, Vygotsky, and others, including the maturational rates of young children, as well as their linguistic tendencies. The authors believe that these should be the chief factors used to assess the readiness of different children to become bilingual or even to become literate.

De Villiers, P. A., & De Villers, J. G. Early language. Cambridge, Mass.: The Harvard University Press, 1979.

SUMMARY: This book examines language acquisition in the young child and answers such questions as: "How does the child learn language so well in such a short time?"; "What is the course of language learning?"; and "How do you figure out what a child knows?" Specifically, the authors look at sounds, words, rules, and relationships in early language acquisition, as well as issues including freedom of speech, crucial experiences, and constraints on learning a language.

REVIEW: This book is an excellent resource for research in language acquisition by the young child and/or the relationship between language and the development of self-concept in the child. It is also pertinent to anyone requiring information about the fundamental stages of language development in the young child.

Escobedo, T. H. Culturally responsive programs for non-English speaking children. Bilingual Education Paper Series, April 1980, 1(9). Los Angeles: National Assessment and Dissemination Center.

SUMMARY: Cultural responsiveness of early childhood programs affect a child's self-concept. A sense of belonging is often antecedent to academic achievement. Language and cognitive style are neglected cultural factors. Early childhood philosophies, models, and programs are surveyed and evaluated for responsiveness. Few meet the criteria.

REVIEW: This is an exhaustive survey and analysis of the limited information available in the field. Classification and evaluation criteria are well conceptualized. The information is appropriate for bilingual educators considering opening a preschool component to their programs or minority parents choosing a program for their children.

McClintock, E., & Baron, J. Early intervention and bilingual language comprehension. Hispanic Journal of Behavioral Sciences, 1979, 1(3), 229-245.

SUMMARY: The authors tested twenty-eight boys and twenty-eight girls who attended a family education program at El Centro Familiar de Santa Barbara, California with their mothers. The hypothesis was that more frequent participation in the Centro's bilingual preschool program would improve the children's bilingual language comprehension. The testing was done twice with a 2- to 5-month interval between tests. The instrument used was Carrow's Test of Auditory Comprehension of Language (1973), revised for ease of administration with young children. The children's first and second languages were determined by questionnaires answered by their mothers. Variables included: attendance, mother's place of origin, number of siblings, parental education, family income, place of residence (east or west Santa Barbara), and age. Results indicated: (1) the comprehension of native language is determined predominantly by maturation factors; (2) socioeconomic factors were not related to proficiency in native language; (3) short-term participation has significant effects on the native language due to the fact that preschool years are characterized by accelerated language development; (4) second language acquisition depends on environmental factors as well as age; (5) pressures toward second language acquisition learning were significant; (6) the presence of siblings in the home retards second language acquisition. The study shows that a bilingual family education program can promote bilingual language comprehension among Mexican American preschoolers, even over short-term intervals.

REVIEW: This article is very informative and useful in understanding the effects of different variables upon second language acquisition. It provides insight as to research necessary for the evolution of a total picture of language acquisition and its effects on bilingual education.

D. FIRST AND/OR SECOND LANGUAGE LEARNING

Asher, J. J. Children learning another language: A developmental hypothesis. Child Development, 1977, 48, 1040-1048.

SUMMARY: The author advocates a developmental means of teaching a second language based on the acquisition of the first. There are three basic principles involved in his theory: (1) the listening skill is far in advance of speaking, (2) the understanding of spoken language may be acquired

when adults manipulate the physical behavior of the infant through commands such as "Give Daddy a big hug!" and "Don't make a fist when I'm trying to put on your coat!" (3) the listening skill may produce a readiness for the child to speak. In three studies he tested elementary school children, junior high school students, and high school students. His results showed that these students learned a second language well on an experiential basis, utilizing the imperative sentence or the command. Children were not forced to speak in the second language until they were ready. When they were ready and did speak, they were encouraged to continue in spite of any errors made. An alternate explanation that the author offers for the success of his strategy is based upon the hypothesis of the plasticity of the brain and the hemispheres. Since the instructional method was experiential, this suggests input to both the left and right hemispheres of the brain (Gazzanigal, 1967). This hypothesis is in opposition to the audiolingual approach currently used in many instructional situations, thus divorcing language from primary experience. This approach only adds input to the left hemisphere. The other explanation he uses is the motor skills hypothesis, where learning by doing appeals to the kinesthetic sense. This second hypothesis, and the fact that physical involvement brings instruction into student everyday life, together develop a practical basis for language instruction.

REVIEW: This book gives information on second language acquisition — a strategy for teaching based on first language acquisition. Although limited to foreign language learning, the theory is useful for foundations of teaching strategies.

Cazden, C. B. Bilingualism. In Child Language and Education. New York: Holt, Rinehart & Winston, 1972.

SUMMARY: "Bilingualism" forms the seventh chapter in a book dealing with the language of children and their education. "Bilingualism" is organized into three sections. The first, Becoming a Bilingual Child, includes studies that show young children learning two languages simultaneously in some cases and two languages sequentially in others, within a short time. In Teaching a Second Language, the second section, the main ideas expressed are that teaching ESL in a natural conversational environment has been as successful as in a first language acquisition situation. Deliberate

attempts at teaching a second language through segmenting, organizing, and sequencing have led to failure and increased drop-out rates in schools. The importance of the attitudes of teachers and students in second language learning is discussed, and the need for more studies in a natural learning setting is stressed. Bilingual Education, the final section cites Gaarder's work on the concurrent use of two languages as mediums of instruction. The fact that the success of bilingual education programs depends on the sociolinguistic aspects of language use in the community is also discussed.

REVIEW: Chapter 7 appropriately deals with the issue of bilingualism by comparing the ease with which children acquire a first and a second language in a natural environment. This natural environment provides helpful attention to meaning rather than to superficial form while the classroom environment provides attention to how children speak rather than to the content. Several outstanding studies are cited, and many informative quotations are included in support of the ideas expressed in the chapter.

Dulay, H. C., & Burt, M. K. Natural sequences in child second language acquisition. Language Learning, 1974, 24(1), 37-53.

SUMMARY: The results of the authors' study of children of two dissimilar languages (Spanish and Chinese) shows the existence of second language learning strategies common to all children. The study was for the most part error analyses which indicated that regardless of first language background, children reconstruct English syntax in similar ways. The similarity of errors reflects "creative construction," the process in which children gradually reconstruct rules for speech they hear. Universal innate mechanisms cause children to formulate certain types of hypotheses about the language system being acquired until the mismatch between what they are exposed to and what they produce is resolved. The authors used the Bilingual Syntax Measure; their analysis methods were: group score method, group means method, and syntax acquisition index.

REVIEW: Common methods of language acquisition by children are presented, and appear to be good for ESL teachers.

Dulay, H. C., & Burt, M. K. Some remarks on creativity in language acquisition. In W. C. Ritchie (Ed.), Second language acquisition research. New York: Academic Press, 1978, pp. 65-89.

SUMMARY: Creativity in language acquisition refers to a degree of learner independence from external input factors. In other words it is a learner's predisposition to organize input in ways that exhibit a certain independence from external environmental characteristics. The essence of creativity, according to the authors, is the use of rules and conventions of a language. Language acquisition is believed to be rooted in innate and universal structural properties of the mind. The authors give the following five sources that cause discrepancies between input and learner output: (1) a socio-affective filter, (2) a cognitive organizer, (3) a monitor, (4) personality, and (5) past experience or the first language.

REVIEW: This is a description of the creative constructionist theory of language acquisition.

Gonzales, G. La educación bilingüe y la investigación de la lengua infantil. In Proceedings of the First Inter-American Conference of Bilingual Education. Virginia: Center for Applied Linguistics, 1975, pp. 356-365.

SUMMARY: Gonzales addresses the study of child language acquisition and the relatively scarce attention given to the linguistic investigation of preschool children prior to and since the inception of bilingual education programs in the United States. He encourages further research in the field of child language acquisition so that (1) mechanisms may be developed in languages other than English which would accurately evaluate a child's level of language development, (2) direction may be given in the writing of curricular materials suited to the child's level of language development, and (3) teachers may understand the importance of adjusting their language to that of the child's current level of language development. Because the majority of bilingual programs address preschooler through third grade, and because there is a need for empirical data upon which to base changes in bilingual education programs, it is essential that further research be carried out in this important area.

REVIEW: This timely, positive article expresses a point of view in a clear fashion.

Jakobovitz, L., & Gordon, B. Language teaching vs the teaching of talk. International Journal of Psycholinguistics, 1979, 6(4), 5-22.

SUMMARY: Learning to talk is a natural outcome of an existing socialization process. It need not be taught. Language should be learned as talk and not as a formal language. The teaching of talk contrasts with language in that the unit of talk is exchange, while the unit of language is the sentence. All the features of talk are noticeables, while the features of language are either noticeables or abstract underlying features. People learn to talk by being exposed to community practices during talking exchanges. These practices are dependent upon the obviousness of the cues that allow participants to coordinate their turn talking and their contributions to topics for discussion. In second language acquisition, students should be exposed to social situations in which they are social participants rather than as learners or inadequate social participants. Spontaneous talk occurs as a response to a relationship that exists between the conversation participants. It is also reflective of a specific situational frame. It should not be confused with fluency or naturalness of speech. The person in a foreign community should be treated with all due regard to his status as a talker or participant even if he hesitates, stumbles, and is partly incomprehensible and uncomprehending. Children will not learn to talk if we treat them as learners, for in that case, we deprive them of relationship and of the noticeable cues that cause involvement and evoke spontaneity. In the classroom, students must be treated as talkers in a relationship with one another and with the teacher. The actual social situation is set up and talking develops.

REVIEW: Jakobovitz reminds us that making the learning of a language a formal task takes away from the spontaneous talk that is brought about by a social relationship. Spontaneous talk gives the speaker a reason for joining in a conversation and makes the speaker aware of the interaction that is taking place; it gives the speaker the occasion to hypothesize rules that are socially acceptable — rules that can be used in conversation.

Menyuk, P. Sentences children use. Cambridge, Mass.: The M.I.T. Press, 1969.

SUMMARY: The author studies sentences uttered by children between

three and seven years old (79 boys and 73 girls) and hypothesizes that the linguistic processes that occur in the acquisition of first language grammar are as follows: Children have the capacity (1) to perceive and identify abstract features and descriptions of possible manipulations of these features in memory, (2) to apply these descriptions to each utterance they generate and hear, and (3) to add to and reorganize this information. According to Menyuk, the descriptions of the utterances that children produce can lead to determining the stages of developing grammatical competence and performance; these descriptions should identify operations and their order of acquisition rather than provide an order list of labeled structures. The descriptions can also give clues to the psychological processes that may be involved in grammar acquisition and development.

REVIEW: The author presents specific tracing of children's utterances in order to examine the grammatical makeup of sentences and the psychological influences involved in language acquisition.

Olmos, A. Teaching the native languages to children of immigrants. CILA Bulletin, 1977, 26, MF01/PC01.

SUMMARY: The study involved Spanish and Italian speaking children who attended school in Switzerland with native speakers of French. Children were chosen because of extremely poor results on writing tests in their native languages. The emphasis was on learning in the native language during the first year of the experimental course in comparison with French. At the end of the first year, an evaluation showed that students had made progress in both their own languages and in French, but that further development was needed. Accordingly, three orientations were adopted for the second year: (1) the aspect of grammatical comparison of the languages was retained to some degree, (2) control of the native language was emphasized and instruction in it focused on its own value as "native language," and (3) more opportunity was given the students to learn more about their own country and to express themselves in accordance with their own cultures. A series of psycholinguistic tests given during the second year showed that student performance, in comparing the two linguistic systems, was normal for their age and that, while spelling remained a problem, progress had been made in reading and in written expression.

REVIEW: The article is an examination of the metalinguistic awareness of adolescents and the natural tendency to seek meaning in language.

Ramirez, A. G., & Politzer, R. L. Comprehension and production in English as a second language by elementary school children and adolescents. In E. M. Hatch (Ed.), Second language acquisition. Rowley, Mass.: Newbury House Publishers, 1978, pp. 313-332.

SUMMARY: The authors examined children in grades K, one, three, and five, and two groups of adolescents, one newly arrived and the other who had been in American schools for one year. The tests given to study progress in comprehension and imitation data of various English stuctures were elicited by the Bilingual Syntax Measure.

REVIEW: This experiment appears to show both superiority and advantage of high school students compared to the kindergarten beginners. The authors believe that the cause is probably connected with better memory storage capacity as well as the fully developed conceptual system of older students.

Richards, J. C. Error analysis and second language strategies. In J. Schumann and N. Stenson (Eds.), New frontiers in second language learning. Rowley, Mass.: Newbury House Publishers, 1974, pp. 32-53.

SUMMARY: The author identifies sources of error: (1) interference of first language, (2) overgeneralization, (3) performance error, (4) error resulting from a developmental sequence, (5) strategies of communication and assimilation, and (6) teacher-induced error. The author stresses the need to distinguish between performance and competence errors. Performance errors are occasional and haphazard, related to fatigue, memory limitations, etc., whereas competence errors are systematic and may represent either a transition in development of a grammatical rule or the final stage of the speaker's knowledge. He suggests that language teaching should encourage types of sentences that indicate language development — interlanguage — and should encourage competence to minimize opportunities for fossilization that may establish permanent deficiencies in the learners. The author warns that we have limited information about which types of errors in second language learning are positive and which are negative; and that we need to be careful not to be overly optimistic about the relationship of second language teaching to studies of first language acquisition.

REVIEW: This is an examination of the causes of errors that provides resource information for teachers and scholars.

Saville-Troike, M. Linguistic bases for bilingual education. Bilingual Education Paper Series, 1977, 1(2). Los Angeles: National Dissemination and Assessment Center.

SUMMARY: This article discusses the nature of language, the structures of the native and target language in a bilingual program, and the way the two languages interact, all of which constitute the linguistic basis for bilingual education. In terms of the nature and use of language, it is important to recognize that language is systematic, symbolic, changing, social, and variable. Linguistic diversity, in terms of both idiolect and dialect, must be recognized and adopted in educational programs. The contrastive point of view has been used by linguists to compare the language of the students with the second language of instruction in order to describe the structural differences between them and then to predict which elements may interfere in the areas of grammar, phonology, and vocabulary. Gestures, intonation, and facial expressions are all important for understanding what is said, and they are germane to language learning and teaching. Linguistics is relevant to accepting the children for what they are, to curriculum planning, to selection and sequencing of instructional materials, and to evaluating and adapting tests.

REVIEW: This paper is a good introduction for teachers and administrators to the concepts involved in bilingual education.

Selinker, L. Interlanguage. In J. Schulmann & N. Stenson (Eds.), New frontiers in second language learning. Rowley, Mass: Newbury House Publishers, 1974, pp. 114-136.

SUMMARY: There is a "latent psychological structure" in the brain which is activated when one attempts to learn a second language. When such an attempt is made, the utterances made by the learner are neither identical to those that would have been made by a native speaker of the language nor to the sentence having the same meaning in the learner's native language. Selinker calls this separate linguistic system "interlanguage." He

identifies five processes as central to second language learning: (1) language transfer, (2) transfer of training, (3) learning strategies (4) communication strategies, and (5) overgeneralization. These five processes force fossilizations (of phonology, morphology, and syntax in the speech of a speaker of a second language that do not conform to the target language norms, even after years of instruction in and exposure to the standard forms) on the surface structures of the speaker's interlanguage. The goal of a theory of second language learning, according to Selinker, would be to describe the knowledge underlying interlingual behavior and to predict the surface structures of the utterances produced in the interlanguage.

REVIEW: Selinker makes a presentation of processes involved in second language learning and interlingual skills.

Spolsky, B. The comparative study of first and second language acquisition. In F. R. Echman & A. J. Hastings, Studies in first and second language acquisition. Rowley, Mass.: Newbury House Publishers, 1979, pp. 167-184.

SUMMARY: The central aim of language teaching is to increase the student's ability to communicate verbally. There are three aspects to such modification: (1) enriching the child's original variety, (2) adding another variety, or (3) suppressing a variety. Spolsky asks three questions that are basic to language education: (1) What is the normal course of language development? (2) What factors account for individual variability? and (3) Which factors are susceptible to control by education? Spolsky rejects the traditional notion of applied linguistics with its implication that linguistics is to be applied to something, in favor of an approach that begins with specific problems and turns to a theory of language for possible insights to solutions. This approach is educational linguistics. One of the greatest weaknesses in studies of second language acquisition is, Spolsky points out, that they are concerned with a simple view of process. He states that we need to study learners of second language in action to learn more about the process of language acquisition.

REVIEW: This excerpt lists criteria for evaluation of studies and research in second language acquisition; in addition, it provides a theoretical basis for research in language acquisition.

Taylor, I. Acquiring vs learning a second language. Canadian Modern Language Review, 1978, 34, 455-472.

SUMMARY: Taylor describes differences between language acquisition by children and language learning by adults in terms of method and achievement. He discusses briefly some sociopsychological reasons for such possible differences. He states that a child soon masters the three components of language — the phonetic system, the semantic system, and the syntax, at two levels — receptive and productive. The child's acquisition is informal and seems to involve little conscious effort to acquire language. Taylor finds no fundamental difference between acquiring one language and acquiring more than one language. Adults, on the other hand, tend to learn rather than to acquire languages. Language learning involves formal instruction. Achievement in a second language varies depending on individuals. The influence of a well-established first language is reflected in motivation to learn a second language and also in interference errors. Taylor concludes that children and adults differ in the maturational state of the brain and the sociopsychological conditions under which language is acquired or learned.

REVIEW: This article is a good comparison of the language acquisition skills of adults and children.

Thonis, E. The dual language process in young children. Bilingual Education Paper Series, November 1977, 1(4). Los Angeles: National Dissemination and Assessment Center.

SUMMARY: The author attempts to discuss both sides of the question as to whether bilingualism is a burden or a benefit. The use of two languages is seen as a cause for various speech problems, language immaturity, and even slowed intellectual growth. Despite this, the author states that adaptations must be made to create a maximum of benefits and a minimum of burdens. This is best done by keeping the two language systems separate so as to create coordinate sequencing for language skills in the two languages.

REVIEWS: The author attempts a discussion of both first and second language learning, but this is on a superficial level. The range of topics is too broad to allow for depth in any one.

E. READING/LANGUAGE ARTS

Brilhart, B. L. Oral communication for the Indian student. English Journal, April 1970, pp. 629-632.

SUMMARY: The author suggests the following goals, attitudes, and activities. Establish two general goals for the teacher: (a) enhance intrapersonal communication, (b) enhance interpersonal communication. Establish four specific goals: (a) develop a sense of individual worth, (b) develop cultural pride, (c) develop awareness of aptitudes and interests, (d) develop awareness of aspirations. Best teacher attitudes: (a) nonevaluative, (b) work for realistic communicative situations, (c) know cultural characteristics, (d) self-knowledge. Suggested activities: (a) role play, (b) creative dramatics, (c) guest speakers, (d) mock interview, (e) field trips, (f) choral reading and speaking.

REVIEW: This is a positive article in a sea of negative articles on the failure of educating Indian children. No resource bibliography is included.

Ching, D. C. Reading and the bilingual child. Newark, Delaware: International Reading Association, 1976.

SUMMARY: In the first section, the author discusses the special needs of bilingual children, including an understanding of their cultural values, self-concept, and language. Ching devotes a brief segment to presenting methods of testing children to determine their degree of English proficiency. The second section is an exposition of four approaches to teaching ESL, including native literacy approach, dialect approach, standard language approach, and the common core approach. In the third and most lengthy section, the author offers a storehouse of practical ideas for reading instruction including methods for the development of auditory discrimination, vocabulary, grammar, and oral language abilities. The final section speaks to the selection of formal instruction plans.

REVIEW: Overall it is a helpful article. The author appears to support the transitional philosophy of bilingual education and, in fact, places a great deal of faith in the teacher's ability to accurately appraise and improve the child's language needs and makes no special mention of the teacher hav-

ing received any formal instruction in bilingual education methods. The author places the burden on the teacher to constantly provide opportunities for the bilingual child to acquire "meaningful concepts."

Gonzales, P. C., & English, D.V. Error patterns of bilingual readers. NABE Journal, 1979, 3(3), 15-25.

SUMMARY: This article is about a study that was conducted to ascertain a pattern of language difficulties in the development of reading behavior of 75 second to ninth grade Spanish/English bilingual students enrolled in five summer migrant education programs. The tests used were the GAP Comprehension Test, a cloze procedure, elicited illogical errors, interference errors, and others. The authors found that between the third and fourth grade reading levels, illogical errors were replaced by logical errors. The interference category remained constant. Relatively few errors were from interference, suggesting minimal use of first language cues by the bilingual when reading second language material. The percentage of interference errors seems unrelated to the readers' increased ability to use psycholinguistic cues that improve with reading proficiency.

REVIEW: This is a good article relating oral language development to reading. The authors present a good background on oral language development.

Goodman, Y. M., & Zuck, L. V. On dialect and reading. Journal of Reading, 1972, 15(7), 500-503.

SUMMARY: The authors state that dialect differences should not be considered as reading errors and therefore need not be corrected. Teachers should respect the dialect of their students in order to understand them and teach them to read. If teachers do not or cannot accept the child's dialect, they spend too much time correcting the child. Being corrected often can cause children to stop speaking or to develop a low self-image.

REVIEW: The authors present a reminder that it is important for teachers to know and recognize that dialect is simply another language thereby to minimize unnecessary correcting of children. On the other hand, non-English speaking students should be made aware that knowledge of standard English is necessary for them to function efficiently in society.

Hansen-Krening, N. M. Language experience for the bilingual child. In P. C. Gonzales (Ed.), Proceedings of the Eighth Annual Internatinal Bilingual Bicultural Education Conference. Rosslyn, Va.: National Clearinghouse for Bilingual Education, 1981, pp. 193-202.

SUMMARY: The author makes the point that the language experience approach to reading is a "common sense" approach to using oral language to develop skills in reading and writing. This approach draws upon the personal experiences of children outside the classroom and transfers these experiences to which children can relate concretely, into writing and reading tasks which are abstract. This approach unites the children's concrete experiences, their words, and their thoughts with the abstract experiences that the school offers and that culminate in literacy. The author shows that this can be achieved, making reading a reality for the bilingual/bicultural child. The author offers specific stages for developing the program adding helpful lesson plans with suggestions for materials and learning centers.

REVIEW: This article is in keeping with the idea of acceptance of the child at different points of development. Basic to this approach is the theory of Roach Van Allen, the initiator who experimented with this approach extensively in San Diego, California. The language experience brings all aspects of the communication process into a unified curriculum using the children's languages as the instructional program. This, in itself, is the creation of a curriculum of reading — one which is real to the child. Research has shown that students who are taught to read through the language experience approach do as well in reading comprehension as those who have been taught through the conventional basal approach. (Bilingual/bicultural children find it difficult to identify with the stories in the basal approach.)

MacNamara, J. Comparative studies of reading and problem solving in two languages. TESOL Quarterly, 1970, 5(2), 107-116.

SUMMARY: In his review of tests, the author found that there is a demonstrable difference between the grasp of one language and the grasp of a second apart from decreased amount of vocabulary knowledge, idioms, and syntax. He found that the subjects tested — 403 sixth graders in Ireland — demonstrated a marked difference in the grasp of the second

language in reading, in the area of problem solving, and also in a series of tests designed to analyze reading skills. The author makes it clear that the samples were chosen so that a marked contrast would be revealed between their grasps of two languages. He does not generalize these results to all bilinguals; neither does he attribute the results to bilingualism itself. The author found that such differences can result in bilingual children reading more slowly in the weaker language than in the stronger. This could result in poor comprehension of the weaker language which, in turn, could affect their abilities to solve problems in the weaker language. On the input side, he found a difference in the rate at which individual words were interpreted and in the ability to predict the sequence of words. On the output side, he found a difference in the way individual words were pronounced. These results were evident in 72 bilinguals. The author feels that a slower rate is frustrating because when children read problems in their weaker languages they are not allowed leisure time to think about what has been read. This, he feels, is upsetting to primary school children.

REVIEW: There are two aspects to be considered when dealing with the results of MacNamara's studies. First, the sample was admittedly predetermined to achieve the results. Second, the rationale for using a timed test with students in reading their weaker languages may be seriously questioned.

Streiff, V. Reading comprehension and language proficiency among Eskimo children. New York: Arno Press, 1978.

SUMMARY: This is another volume in the Arno Press collection on bilingual/bicultural education in the United States. The study is designed to assess comprehension in children in grades two through four and also to study other variables thought to be related to reading proficiency. Tests involved were various kinds of cloze tests in order to look at the relationship between subject matter (culturally-oriented) and reading comprehension.

REVIEW: This is a candid look at the problem of Eskimo children in Western Alaska but of questionable quality.

Ziros, G. I. Language interference and teaching the Chicano to read. Journal of Reading, January 1976, 19(4), 284-288.

SUMMARY: The language interference theory is constantly used as a reason for Chicanos' poor English language and low reading scores. However, in studies that arrive at the interference interpretation, the effects of poor teacher attitudes and socioeconomic, cultural, and environmental factors are commonly ignored. Instead, those studies focus on phonological and morphological deficits which are relatively unimportant if there is good comprehension. Instead of glibly referring to low IQ and reading scores to support the theory of language interference, in the author's opinion, what educators really ought to do is run studies that honestly research the cultural and social biases of standardized tests. More research is also needed that deals with teacher attitudes toward bilingual students and the semantic factors in language and reading acquisition. Teachers also need to improve teaching strategies in learning the second language.

REVIEW: This article provides an insight into looking at first language abilities as assets rather than "interference."

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